

VISIT...

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Tutor Teaching Tips

Repeated Reading • X-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage 5 minutes

Read part 1 of the passage *The Layers of the Ocean* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What is the top layer of the ocean called? (sunlit zone)

How do humans use the sunlit zone? (snorkeling, diving, pet fish, seafood, etc.)

What is the twilight zone like? (dark, cold, water pressure, no plant life, etc.)

If time permits, repeat the steps above using part 2 of the passage, *The Layers of the Ocean*.

Optional Activity 5–10 minutes

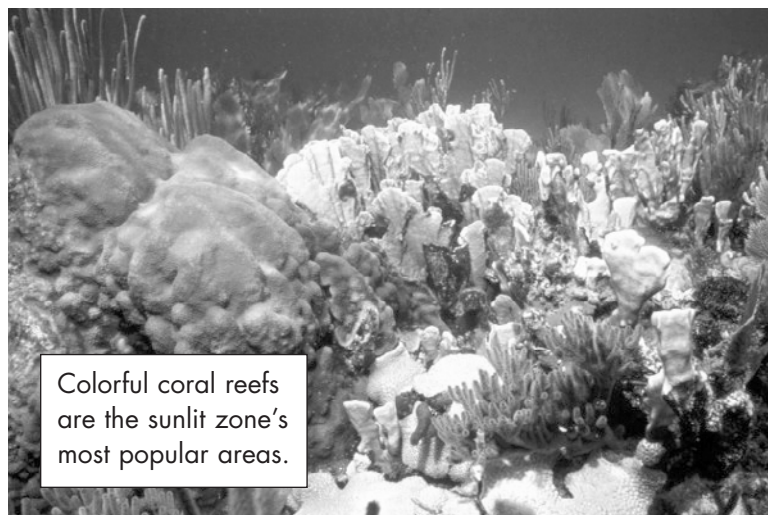
PLAYING A WORD GAME: Shuffle the game cards and spread them face down on the table. Have the child turn over two cards and tell you whether the two words can combine to form a contraction. Have the child tell you the contraction. If the child is correct and the words do form a contraction, he/she gets to keep the cards and go again. If the child is incorrect and the words do not form a contraction, he/she should turn over the cards again. It is now your turn. Repeat the game as time permits.

Part 1

The sunlit zone is the top level of the ocean. There's lots of sunlight here, 15
 so ocean plants love it. Consequently, most of the animal species in the 28
 ocean can also be found here. The sunlit zone is also home to coral reefs, 43
 which hold almost a quarter of the ocean's plant and animal species. 55

Humans love snorkeling and diving in the sunlit zone, especially around 66
 coral reefs. And they take thousands of tons of fish, both for food and for 81
 pets in tropical aquariums, from these surface waters. Almost all the 92
 seafood humans eat comes from the sunlit zone. Unfortunately, all this 103
 human activity, along with pollution, threatens the well-being of coral reefs 115
 and other areas in the sunlit zone. 122

As you go below the sunlit zone, the water begins to get darker, colder, 136
 and heavier. You are now entering the twilight zone. The pressure in this 149
 zone would crush a person, but the life forms that live here have adapted 163
 to the pressure. The twilight zone doesn't have enough light to support 175
 photosynthesis and plant life, but some animals do make their homes here. 187



Colorful coral reefs are the sunlit zone's most popular areas.

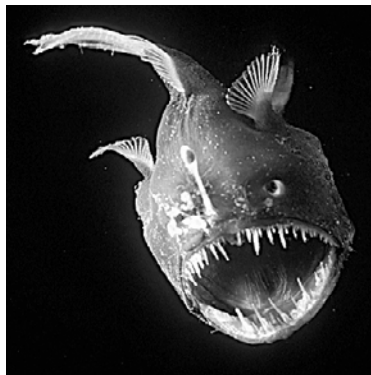
Part 2

Twilight zone residents include octopuses, squid, and strange-looking fish 10
 such as the hatchet fish and the viper fish. The fish that live in this zone 26
 often have huge mouths with big, curved teeth. Because it is so hard 39
 to see, these fish simply hold open their fearsome mouths, waiting for 51
 something to swim in. 55

Many animals in this zone depend on a diet of what scientists call 68
 "marine snow," which is a nice name for dead plankton! When plankton 80
 die, their bodies drift slowly down through the ocean layers like snow 92
 falling through the air. 96

The totally dark midnight zone of the ocean contains 90 percent of 108
 the ocean's water, but almost none of its life. The pressure is so great 122
 that it can crush almost anything, including most submarines, and the 133
 temperature is near freezing. But there is some life in the midnight zone 146
 if you look closely. 150

Many of the tiny animals that live here, such as the lantern fish, have 164
 little lights running up and down their bodies. The light comes from a 177
 special process called bioluminescence. This is the same process that 187
 produces light in fireflies. 191



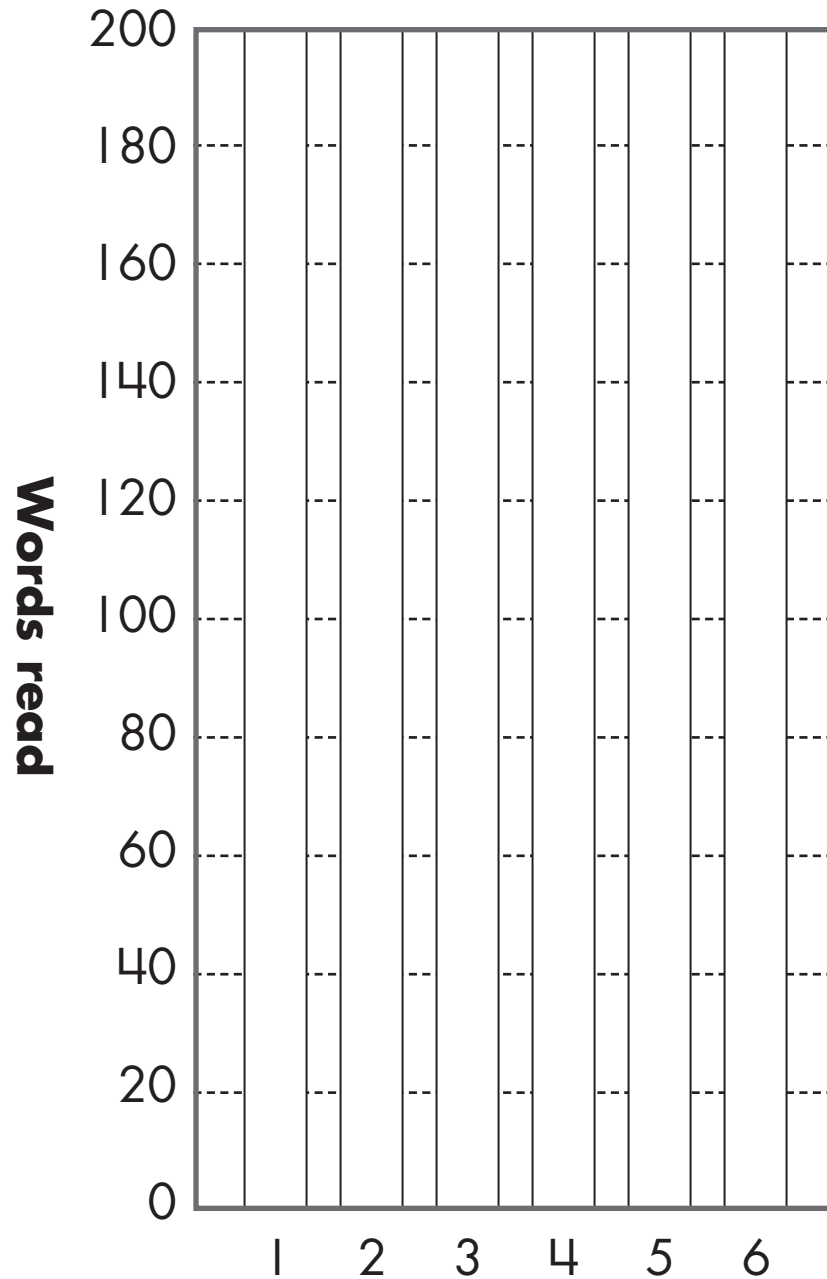
This angler fish is small but scary.

Fluency

Repeated Reading Bar Graph

Lesson X-3

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



is

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